



Suffolks Primary School

Special Educational Needs Policy

This policy has been developed in consultation with staff and should be read in conjunction with the following:

- Suffolks SEND information report
- Communication Policy
- Enfield's Local Offer
- Equal opportunities policy
- Child Protection Policy
- Behaviour policy
- Anti-bullying policy
- Administering Medication Policy
- Curriculum Policy
- Complaints Procedures

The Assistant Head (Inclusion) is Jackie Lynch who is part of the Senior Leadership Team and she has overall responsibility for special educational needs at Suffolks. The school also has an Inclusion Administrator, Julia Williams They can be contacted on 020 8804 1534 ext.31 or 40 or by emailing the school office (office@suffolks.enfield.sch.uk)

VALUES AND BELIEFS

- At Suffolks we believe that all our pupils are unique and together as a community of learners we strive for excellence for all.
- Every teacher is a teacher of every child including those with SEN and we work together to ensure pupils at Suffolks are supported according to their needs so they can meet their fullest potential.
- All children have full access to the school curriculum through excellent quality first teaching.
- All our classes are inclusive, which means that we cater for all ranges of ability and need, and endeavour to identify potential barriers to learning, putting strategies in place so that they can access the curriculum.
- In July 2016 the school gained Communication Friendly Status and we continue to ensure we are meeting the communication needs of all our learners including those with special educational needs and disabilities.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities.
- We make every effort to narrow or close the gap in attainment between vulnerable groups of learners, including SEND and others.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning and special educational needs.

AIMS

- To overcome barriers to learning for pupils with SEND
- To support pupils in becoming independent and successful learners
- To enable pupils to reach their potential across the curriculum
- To develop pupils' social skills so they become successful and responsible citizens.
- To work constructively with outside agencies to ensure we are providing high quality support.
- To work in partnership with parents and carers to achieve the best outcomes for their child.

OBJECTIVES

- To identify and provide for pupils who have special educational needs and disabilities.
- To provide children with SEND with the same opportunities as all children

- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To identify children's needs and take early intervention with all staff sharing the responsibility for identifying, assessing and meeting the needs of children with SEND
- To ensure access to a broad and balanced curriculum through differentiated planning and reasonable adjustments
- To provide access to appropriate intervention programmes according to the needs of the child
- To keep clear, up-to-date records tracking individual children, as they move through the school
- To work in partnership with parents/carers, pupils and outside agencies
- To ensure that resources are identified and coordinated according to the needs of individual children, as outlined in their Individual Education Plans
- To ensure that all governors and parents/carers are aware of the policy
- To coproduce with parents/carers and pupils achievable and relevant targets for children on the SEND register

Definition of Special Educational Needs and Disabilities (SEND)

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice, 2014)

Coordination of SEND provision

The Assistant Head for Inclusion is the designated teacher responsible for coordinating provision for SEND and all duties outlined in the SEND Code of Practice. Duties include:

- Liaising with, advising and supporting teachers and support staff about children with SEND
- Managing SEN teaching assistants.
- Coordinating provision for children with SEND
- Liaising with parents/carers of children with SEND
- Identifying, assessing, monitoring and record keeping for children with SEND
- Liaising with external agencies including the Educational Psychology Service, speech and language therapists, Behaviour Support Service Occupational therapists and physiotherapists.
- Informing the headteacher of all developments
- Organising in-service training for staff, ensuring awareness of new initiatives and developments
- Coordinating and chairing Annual Review meetings for children with statements of SEN and EHCPs
- Supporting staff, parents/carers and children in coproducing individual education plans (IEPs)
- Ensuring continuity of provision for children with SEN by liaising with pre-schools and secondary schools
- Working closely with the SEND governor, Diana Bensted.

The SEND Code of Practice identifies 4 broad categories of need:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum disorder (ASD), including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need

support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action we as a school need to take, not to simply fit a child into a category but to make the best provision available to help a child to succeed. At Suffolks Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just their special educational needs but anything else that may be impacting on their progress.

The following are *not* considered SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After child
- Being a child of serviceman/woman.

A Graduated Approach to SEN Support

If a class teacher is concerned a child may have SEN they should complete a Cause for Concern form and give to the AHT (inclusion) who can then decide on the next steps which may include observing, assessing, gaining the views of the child or meeting with parents and the teacher. We aim to identify needs early but the Code of Practice states pupils will only be identified as SEND if they do not make adequate progress once they have had interventions and good quality personalised teaching.

Once a potential special educational need is identified, four types of action will be taken to put effective support in place: Assess – Plan – Do – Review. This is the graduated approach called SEN support. Earlier actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.

Assess

- In the first instance class teachers are responsible for and accountable for the progress and development of the children in their class with SEN. High quality teaching is the first step in responding to children who may have SEN. Interventions cannot compensate for a lack of good quality teaching. This is ensured

through the school's monitoring and evaluation schedule, including focused learning walks, book checks and observations, which all have a focus on the progress of children with SEN.

- Some vulnerable learners will also have access to interventions as detailed on the whole school provision map. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs.
- In deciding whether or not to make special educational provision the teacher, SENCo and parent should consider all of the information gathered about the child's progress in class, use of assessment data including P levels and PIVATs as appropriate. When applicable, outcomes of interventions, advice from external specialists, alongside expectations of progress and national data will be considered.
- The AHT (Inclusion) will gain feedback from the class teacher and possibly observe the child.
- It may be necessary to discuss some children's progress (with parents' consent) with an outside specialist e.g. an educational psychologist or a speech and language therapist to further assess their needs.
- Additional assessments may be carried out either by external agencies or within school and may include standardised screening.
- Information gathered before a child joins the school e.g. from pre-schools, nurseries and previous schools will be used in gaining an understanding of a child's needs.
- Parental concerns will also lead to a further examination of a child's needs.
- Once the class teacher and AHT (Inclusion) have met and discussed the concerns the child may be placed on the SEN register if appropriate.

Plan

- If it is decided that a child has SEN their name will be entered onto the SEN register under the code SEN Support. Parents and carers must be notified that special educational provision is being made.
- In consultation with the AHT (Inclusion) and parents an IEP is written. The class teacher should make all of the class team aware of the targets, support and strategies now in place.
- Support and intervention should be selected to meet the desired outcomes based on reliable evidence of effectiveness. They are delivered by staff and overseen by the SENCO and class teacher
- Plans should seek parental involvement to re-enforce the child's learning and involve the views of the child also...

Do

- The class teacher will remain responsible for working with the child on a daily basis. When interventions involve time away from the class, the class teacher still retains responsibility for the child's progress. They will work closely with any relevant staff to assess the impact of support and how they can be linked to classroom teaching. The SENCO will support the class teacher in problem solving and the implementation of effective support.

Review

- The impact of support and interventions on pupil progress should be reviewed in line with the school based plan.
- The parents and child's views on the quality of the intervention must be taken into account
- The class teacher in partnership with the parent and SENCo should revise the support in light of the child's progress and development.

This cycle is repeated termly and more frequently for children in need of greater review and support.

Stages on the SEND register

SEN Support

- Every child recorded on the SEN register under SEN Support will have an Individual Education Plan. These will be living records which tell us exactly what the child's needs are and outline strategies and interventions in place to remove their barriers to learning. They will be reviewed termly and detail clear outcomes to be achieved within a given timeframe. The AHT (Inclusion), in conjunction with the class teacher, will have responsibility for maintaining and updating the plan in partnership with parents and pupil. The class teacher will evidence progress made according to outcomes described in the plan. A copy of the IEP will be given to parents. At times it may be necessary to seek additional specialist advice or support to remove barriers or accelerate learning. If this is necessary in most cases the appropriate

referral form will be completed with parents' consent and referred to the appropriate agency as part of the Assess-Plan-Do-Review process.

Education Health and Care Plans

If a child's barriers to learning:

- are severe and or complex long term needs that affect everyday life
- require provision and resources that are not normally available
- require intensive help from more than one agency
- are preventing them from making progress despite high levels of support

We may decide in partnership with parents to apply for an Education Health or Care Plan. The application process, additional information regarding the process and statutory timeframes will be discussed fully with parents at each stage of the process.

Criteria for being removed from the SEND Register

If, after additional provision the pupil is considered to be back on track the difference has been diminished significantly they will be reviewed for another term and then they may be removed from the SEND register if progress is maintained. They will be placed on a monitoring list and progress will be reviewed termly at Pupil progress meetings. This will be discussed with the parents

Supporting children with Medical Conditions

We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children with a medical condition may also have Special Educational Needs (SEN) and may have a statement, or Education, Health and Care plan which brings together health and social care needs. In this case the school will ensure the SEND code of Practice is followed. The procedures for supporting children with medical needs can be found in the Administering Medications Policy.

Assessment and review of children with SEND

There are termly pupil progress meetings where progress of all children is discussed with the class teacher including children with SEND.

All children who are on the SEND register are reviewed termly. Those who have overcome their barriers to learning and are attaining levels in line with their underlying ability will be discussed with parents/carers and if parents/carers are in agreement they will no longer receive SEN Support.

Children with an EHCP have a formal annual review which parents/carers and all external agencies are invited to attend. A sufficiently long period of notice for these reviews is given to ensure maximum attendance.

Where behavioural needs are extreme and a child may be at risk of exclusion, a Pastoral Support Plan (PSP) will be implemented which will be reviewed every 3-5 weeks in a multi-agency meeting. This will take the place of the IEP.

Looked After Children will have Personal Education Plans (PEPs) in place. These plans will be produced in a meeting with parents/carers and their social worker and will include short-term outcomes, provision in place to help meet those outcomes and a space for review of those outcomes. Parents/carers are provided with copies of these plans.

Partnership with Parents/Carers

Suffolks Primary School aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing up and monitoring progress against these targets

- keeping parents and carers informed and giving support during assessment and any related decision making process
- making parents and carers aware of the Parent Partnership Services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.
- The local authority has produced a local offer which can be found at:
<https://new.enfield.gov.uk/services/children-and-education/local-offer/>
- Our SEN Information Report can be found on the school's website.

Involvement of pupils

Suffolks Primary School recognises that all pupils have the right to be involved in making decisions and exercising choice. Pupils are involved in monitoring and reviewing their progress and are encouraged through the use of 'Speak Out' strategies to express their need for any additional help. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- be involved in meetings with parents regarding their individual Education Plans where possible
- Pupils' views can be sought using strategies such as Talking Mats for pupils with EHCPs and other pupils as appropriate.

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and AHT for Inclusion then, if unresolved, by the Senior Leadership Team. The governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

Monitoring and Evaluation

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this policy to the AHT (Inclusion). The AHT (Inclusion) is responsible for reporting regularly to the Head and the governor with responsibility for SEN on the effectiveness of this SEND policy.

Review

This policy will be reviewed every two years, in co-production with parents, children, school staff and governors.

Policy written: October 2016

Review date: October 2018